



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

THOMAS D. WATKINS, JR.
SUPERINTENDENT OF
PUBLIC INSTRUCTION

December 29, 2003

MEMORANDUM

TO: State Board of Education

FROM: Thomas D. Watkins, Jr., Chairman
Tom Watkins

SUBJECT: Approval of Revised Criteria and Categories for the No Child Left Behind Act, Title II, Part A(3): Improving Teacher Quality Competitive Grants Program

The No Child Left Behind Act of 2001 (NCLB) authorizes a new teacher and principal professional development competitive grants program delimited within Title II, Part A, of the legislation.

The competitive grants program supports the formation of partnerships between high-need local education agencies (as defined in Section 2101(3) of the NCLB Act), colleges or departments of teacher education, and colleges or departments of arts and sciences. This program is intended to provide grant awards to support teacher and principal professional development in the core academic subjects. It is the intent of this program to coordinate professional development needed to achieve the goal of having a highly qualified teacher in every classroom by the academic year 2005-2006.

The Office of Professional Preparation Services proposes to continue managing a competitive process with criteria that are expanded to include an additional core content area - English Language Arts - for the awarding of grants annually from the available funds.

Attachment A, "Criteria for Title II, Part A(3): Improving Teacher Quality Competitive Grants Program," provides background information and the proposed criteria and categories for the competition.

It is recommended that the State Board of Education approve the Revised Criteria and Categories for the No Child Left Behind Act, Title II, Part A(3): Improving Teacher Quality Competitive Grants Program, as described in the Superintendent's memorandum dated December 29, 2003.

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

MICHIGAN STATE BOARD OF EDUCATION

Criteria for Title II, Part A(3): Improving Teacher Quality Competitive Grants Program

The State Board of Education has adopted as its Strategic Goal: “Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students.” In addition, the State Board has adopted the following five Strategic Initiatives and adopted policy recommendations in each area to implement the goal:

- Ensuring Excellent Educators
- Elevating Educational Leadership
- Embracing the Information Age
- Ensuring Early Childhood Literacy
- Integrating Communities and Schools

To the extent possible, all grant criteria and grant awards will include priority consideration of the Strategic Goal and the Strategic Initiatives.

BACKGROUND/PURPOSE OF GRANT

☒ Competitive ☐ Formula ☐ New ☐ Continuation

The No Child Left Behind (NCLB) Act of 2001 authorizes a new teacher and principal professional development competitive grants program delimited within Title II, Part A(3), of the legislation. The competitive grants program supports the formation of partnerships between high-need local education agencies (LEAs), as defined in Section 2101A(3) of the NCLB Act, colleges or departments of teacher education, and colleges or departments of arts and sciences. The program is intended to provide grant awards to support teacher and principal professional development in the core academic subjects. It is the intent of this program to coordinate professional development needed to achieve the goal of having a highly qualified teacher in every classroom by the academic year 2005-2006.

TOTAL FUNDS AVAILABLE

There is approximately \$2.7 million available annually to fund competitive grant awards to support teacher and principal professional development. The Office of Professional Preparation Services proposes to manage a competitive process for the awarding of grants from the available funds.

LEGISLATION

President Bush signed the Elementary and Secondary Education Act - No Child Left Behind Act of 2001 - into law on January 8, 2002. The legislation focuses on improving student achievement for all students, especially children in the nation’s most disadvantaged schools and communities. Title II, Part A(3), authorizes the Improving Teacher Quality Competitive Grants Program for establishing partnerships between high-need local education agencies, colleges or departments of teacher education, and colleges or departments of arts and sciences to provide professional development to teachers and principals.

RATIONALE FOR CRITERIA/STATE BOARD OF EDUCATION PRIORITIES

The Improving Teacher Quality Competitive Grants Program further assists the State Board of Education with the goal of prioritizing service to low-performing schools. The program addresses the Strategic Initiatives of Ensuring Excellent Educators because priority is given to applicants that propose partnerships between high-need local education agencies and institutions of higher education.

CRITERIA

☒ Defined in Legislation ☐ Defined in Department's Grant ☒ Proposed by Staff

Consistent with the priorities and criteria it has announced for selection of grant recipients (including priority consideration to grants that implement particular recommendations of the State Board's Ensuring Excellent Educators Task Force and its Board-adopted policy recommendations), the Michigan Department of Education (MDE) must make awards of Improving Teacher Quality State Grants Program funds to support the following types of partnership activities to enhance student achievement in participating high-need LEAs:

Professional development activities in core academic subjects to ensure that:

- a. Teachers and highly qualified paraprofessionals (and principals, when appropriate) have subject matter knowledge in the academic subjects that the teachers teach (including knowledge of how to use computers and other technology to enhance student learning). This will be consistent with Standard 7 of the Entry-Level Standards for Michigan Teachers, as well as the recommendations of the State Board of Education Task Force on Embracing the Information Age; and
 - b. Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects consistent with the recommendations of the State Board of Education Task Force on Elevating Educational Leadership.
2. Development and provision of assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, high-quality professional development activities that:
- a. Ensure that those individuals can use challenging state academic content standards, student academic achievement standards, and state assessments to improve instructional practices and student academic achievement;
 - b. May include intensive programs designed to prepare individuals to provide instruction related to the professional development described in the preceding paragraph to others in their schools; and

- c. May include activities of partnerships between one or more LEA, one or more of the LEA's schools, and one or more institution of higher education (IHE) for the purpose of improving teaching and learning at low-performing schools.

Eligibility is limited to partnerships comprised at a minimum of (1) a private or public IHE and the division of the institution that prepares teachers (and principals when appropriate to the project); (2) a school of arts and sciences; and (3) a high-need LEA (see below).

An eligible partnership may also include another LEA, a public school academy, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another IHE, a school of arts and sciences within that IHE, the division of that IHE that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out pre-kindergarten programs, a teacher organization, a principal organization, or a business.

A high-need LEA is defined as an LEA

That serves no fewer than 10,000 children from families with incomes below the poverty line; or

For which not less than 20 percent of the children served by an agency are from families with incomes below the poverty line; and

- For which there is a high percentage of teachers not teaching the academic subjects or grade levels that the teachers were trained to teach; or
- For which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

In accordance with federal law, No Child Left Behind, priority will be given to those proposals forming partnerships that include high-need LEAs. Furthermore, in recognition of the importance of the State Board of Education's commitment to attain substantial and meaningful improvement in academic achievement for all students/children, with primary emphasis on high-priority schools, partnerships may only include and serve the highest-priority schools (those rated "unaccredited" or "D/Alert" under EducationYES!), as long as these LEAs are also eligible under the federal High Need LEA definition.

REQUIRED PARTICIPATION IN STATEWIDE EVALUATION

Each awardee will allocate five percent (5%) of their award toward a statewide evaluation of the Title II, Part A(3) projects to assess the impact of the professional development on teacher knowledge and skill, classroom practice, and evidence of impact on student achievement.

ELIGIBLE APPLICANTS

All applications for a grant award must be made by institutions of higher education. An institution of higher education must serve as the fiscal agent for the project.

OFFICE ADMINISTERING GRANT

Office of Professional Preparation Services

PROGRAM ADMINISTERING GRANT

Professional Preparation and Development

PROGRAM CONTACT

Cheryl L. Poole at (517) 241-4546

A. GRANT CATEGORIES

Funding will be awarded in the following grant categories.

a. Partnerships for Professional Development in English Language Arts:

Projects forming partnerships for the improvement of teacher content knowledge, skills to teach any of the areas of English Language Arts, and/or the improvement of teacher skills in assessing student performance in English Language Arts. Projects must focus on district needs to improve student achievement in English Language Arts and be able to demonstrate progress in meeting federal and state goals for all students. Projects are expected to incorporate the Michigan Department of Education resources for the teaching of English Language Arts, including the Michigan Curriculum Framework, the Michigan Clarifying Language in Michigan Benchmarks (MiCLIMB) clarifying document, and the grade level content expectations for students as an integral part of the professional development.

b. Partnerships for Professional Development in Mathematics:

Projects forming partnerships for the improvement of teacher content knowledge, skills to teach mathematics, and/or the improvement of teacher skills in assessing student performance in mathematics. Projects must focus on district needs to improve student achievement in mathematics and be able to demonstrate progress in meeting federal and state goals for all students. Projects are expected to incorporate the Michigan Department of Education resources for the teaching of mathematics, including the Michigan Curriculum Framework, the MiCLIMB clarifying document, and the grade level content expectations for students as an integral part of the professional development.

c. Partnerships for Professional Development in Science:

Projects forming partnerships for the improvement of teacher content knowledge, skills to teach science, and/or the improvement of teacher skills in the assessment of student performance in science. Projects must focus on district needs to improve student achievement in science and be able to demonstrate progress in meeting federal and state goals for all students. Projects are expected to incorporate the Michigan Department of Education resources for the teaching of science, including the Michigan Curriculum Framework, the MiCLIMB clarifying document, and the grade level expectations for students as an integral part of the professional development.

d. Partnerships for Professional Development in Social Studies:

Projects forming partnerships for the improvement of teacher content knowledge, skills to teach social studies, and/or the improvement of teacher skills in the assessment of student performance in social studies. Projects must focus on district needs to improve student achievement in social studies and be able to demonstrate progress in meeting federal and state goals for all students. Projects are expected to incorporate the Michigan Department of Education resources for the teaching of social studies, including the Michigan Curriculum Framework, the MiCLIMB clarifying document, and the grade level expectations for students as an integral part of the professional development.

e. Partnerships for Professional Development in One or More of the Arts:

Projects forming partnerships for the improvement of teacher content knowledge, skills in teaching the arts and integration of the arts in the curriculum, and/or the improvement of teacher skills in the assessment of student performance in the arts or the application of the arts as an assessment of student understanding. Projects must focus on district needs to improve student achievement and be able to demonstrate progress in meeting those needs. Projects are expected to incorporate the Michigan Department of Education resources for the teaching of the arts, including the Michigan Curriculum Framework, the MiCLIMB clarifying document, and the grade level expectations for students as an integral part of the professional development.

f. Partnerships for Professional Development to Sustain and Deepen Prior Learning

Projects forming partnerships to sustain and deepen learning of a project funded under Eisenhower or Title II, Part A(3) during a cycle since 2002. Projects must directly engage former participants who received professional development in a recent cycle (since 2002) and, through reflective inquiry, assess application of content and methodology and apply professional judgment to alter instruction to increase student learning.

B. DISTRIBUTION OF GRANT FUNDS

An annual allocation of approximately \$2.7 million for competitive grants has been awarded to Michigan. Grant awards will be made for up to \$200,000 to fund projects sustained over 18 months. If the allocated amount of funds for any category is not awarded, then the remaining funds will be used to support projects in other categories. In compliance with federal guidelines, 100% of the total grant allocation will be awarded for projects in the core academic subjects.